

Pupil premium strategy statement – Wittering Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	18.12.25
Date on which it will be reviewed	18.12.26
Statement authorised by	Charlotte Blake
Pupil premium lead	Claire Brant
Governor / Trustee lead	Laura Andrew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,650
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,650

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the spending of Pupil Premium funding, it is important to consider the context of the school and the challenges faced. Research conducted by EEF will then be used to support decisions around appropriate strategies and their value for money.

Common barriers to learning for disadvantaged children include possible decreased support from home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to be in line or exceed nationally expected progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that high quality, effective teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.

- To provide high quality catch-up interventions - TAs to deliver focused work for small groups of children, enabling gaps in learning to be filled.
- 1-1 support.
- Pupil Premium resources to be used to target able children on FSM to achieve age related expectations.

The use of Smartgrade to support a school wide ethos of clear assessment to find learning gaps and address the gaps noted.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	In September 2024, on entry to Reception, only 68% of pupils were assessed as on track in speaking. 66% of our disadvantaged pupils were assessed at being on track in speaking. In September 2023, only 68% of our disadvantaged pupils were at age related expectations in speaking when they entered reception, however this was in line with the cohort figure of 68%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from entry through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
2	In June 2024, 64% of our Year 1 pupils passed the Phonics Screening Check, which is below the national average of 80%. Of our disadvantaged pupils, 66% passed which was just below the national average of 68%.
3	Internal assessments and question level analysis, book looks and pupil voice indicates that many disadvantaged children across the school have gaps in their GPS knowledge and skills, and poor comprehension skills which is impacting on slower writing progress.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve children's oracy ability	<ul style="list-style-type: none"> ● Pupil Premium children are able to hold meaningful conversations with both peers and staff. This will facilitate a better understanding of the

	curriculum and improve their ability to communicate their needs.
Narrowing the attainment gap in phonics	<ul style="list-style-type: none"> ● Pupil Premium children to achieve in line with national scores for PSC in years 1 and 2.
To improve writing outcomes across the school	<ul style="list-style-type: none"> ● KS2 writing outcomes in 26/27 show that more than 75% of Pupil Premium pupils met the expected standard. ● Progress scores in writing are 0 or above. ● Clear progression is seen in writing across school – evidenced in subject lead, pupil progress meetings and SLT monitoring.
To achieve and sustain improved wellbeing for all pupils in our school particularly our Pupil Premium pupils	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing from 26/27 demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations. - A significant increase in participation in enrichment activities particularly amongst Pupil Premium pupils. ● All disadvantaged pupils participate in wider curriculum, school trips, extra-curricular clubs and residential visits.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide consistently good quality first teaching to all children in order to ensure good and better	<p>The EEF state that:</p> <p>'The best available evidence indicates that great teaching is the most important</p>	1 and 2

<p>outcomes for all children, including our disadvantaged pupils.</p> <p>In order to continually improve our teaching provision we will:</p> <p>Deliver high quality CPD as part of weekly staff meetings and provide equally high quality resources:</p> <ul style="list-style-type: none"> -CUSP English training -Oracy training -Phonics training (Peterborough LA) -Ark Maths -Smartgrade -Access to ongoing Trust wide CPD 	<p>lever schools have to improve outcomes for their pupils.'</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £200,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for phonics catch up EYFS, year 1 and year 2.	EEF Teaching and Learning: oral language interventions create 6 months + of progress.	2
TA support to improve writing outcomes. (to inc grammar)	EEF state that research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	3
TA support for oracy across the school.	EEF Teaching and Learning: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
Pupil Progress meetings – Raising Standards Lead to actively involve	The EEF state that: 'The best available evidence indicates that great teaching is	1, 2 and 3

teachers in clear targeting of pertinent learning gaps. Monitoring of Class Provision Maps	the most important lever schools have to improve outcomes for their pupils.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families and providing children with opportunities to broaden their cultural capital and strengthen their personal development. -provide 50% cost of school trips for those families facing deprivation.	EEF Teaching and Learning Toolkit suggests effective parental engagement can lead to learning gains of 3 months+ over the course of a year. EEF Teaching and Learning Toolkit suggests effective Social and Emotional Learning (SEL) can lead to learning gains of 4 months+ over the course of a year.	4
Provision for children with Social and Emotional Learning needs to support the whole school programmes.	EEF states that SEL interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.	4

Total budgeted cost: £225,650.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous pupil premium strategy plan, which finished in 2023/24 set out to improve the following intended outcomes. Below are details of how successfully these were met.

1. Progress in reading:

- Achieve in line with national scores in KS2 reading.
- PP children will develop a love of reading.
- They will be heard regularly by an adult at home and an adult in school.
- Daily comprehension sessions across school will support the acquisition of reading for understanding.

Overt the last 3 years, our KS2 reading results were

21/22: Covid – no KS2 assessments

22/23: 74%

23/24: 74%

Both of these figures were in line with national.

2. Narrowing of gap in attainment in phonics:

- % of children achieving a pass in the phonics check will be in line with national.

In last year's phonics check, only 64% of children passed which was significantly below the national pass rate of 80%. This year we have commenced phonics training with the local authority and set up daily intervention sessions across EYFS and KS1. This is now the school's third year with the new phonics scheme and hope that we will now see this embedded within classrooms, resulting in a higher percentage pass rate.

In EYFS, weekly phonics sessions for parents have also commenced in order to support reading at home from the start of our pupil's education.

3. A strong professional dialogue will be kept open between all adults involved in the learning of our disadvantaged children:

- Clear feedback between teachers and HLTA tutors, via diaries.
- Regular discussion between PP Lead, SENCo and lead governor.
- Termly monitoring of the PP class provision maps.

Termly meetings have been held with the Pupil Premium governor which have involved pupil voice, lesson observations and books looks. The strategy has been discussed each year at the Autumn meeting, too. Class provision maps have been monitored and discussions at

Pupil Progress meeting have ensured that teachers are discussing the needs of these children and the interventions/strategies in place to provide support where necessary. Diaries are completed on a daily basis and the clear advantage of these was commented on by Ofsted.

4. Our disadvantaged children will feel happy and safe at school and will engage with their learning.

- PP children will engage with the wider life of Wittering Primary School.
- Pupil Voice surveys will report that PP children are happy and safe in school.

Analysis of our extra-curricular offer, shows that 64% of our Pupil Premium pupils, took part in a ta least one club throughout the year. In addition, we were able to support our disadvantaged families with regards part payment of trips and visits to ensure they were fully involved in the wider life at our school.

Our surveys showed that 90% of children feel safe in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In the last academic year, we have ensured that settling time was allocated for those new into the school and for those who were struggling with their wellbeing for numerous reasons ie death of parent, divorce or deployment.

A weekly Wellbeing Club took place to provide social and emotional support. In addition, sensory room time was allocated to those children requiring more individual support and Time to Walk and Talk took place for individuals who needed greater involvement. Following the previous year and the prioritisation of wellbeing, clear, data led, interventions were continued to ensure gaps in learning were addressed.

The impact of that spending on service pupil premium eligible pupils

Our termly Smartgrade assessments were used to pinpoint gaps in learning and interventions were carried out from those points to target specific children. This has contributed to children's wellbeing, therefore supporting them both academically, socially and emotionally.